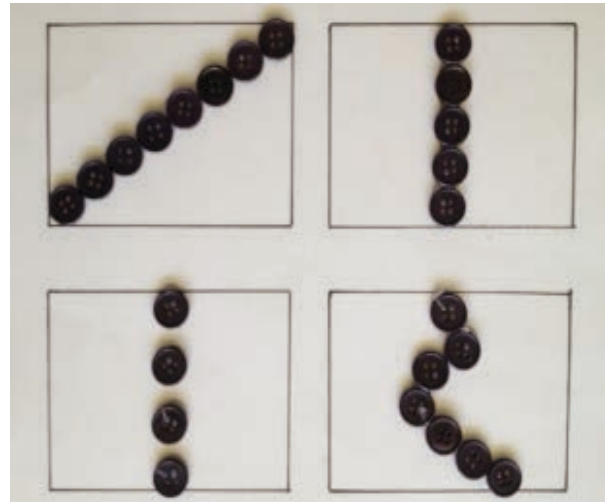


## Clinical Interview Tasks: Measurement

### 1. Button Task

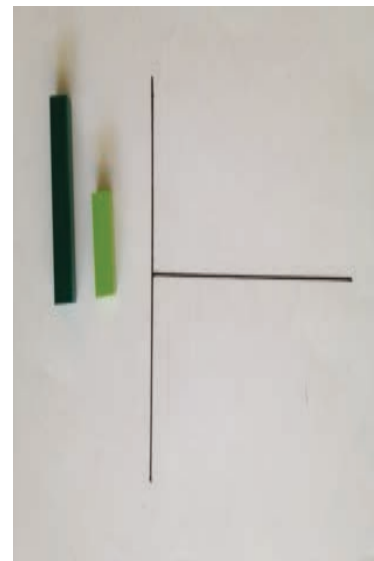
Present child with piece of cardstock with rectangle in the middle. Point to the rectangle and say, **“Four students were asked to measure the width of this rectangle. They had to measure from here to here** (use pointing gestures to show what is meant by width).” Next, present student with cardstock divided into four rectangles with various students’ measurements using the buttons. Say, **“Here is how the four students used buttons to measure the width of the rectangle. Who do you think made the best measurement? Why do you think so?”**



### 2. Inverted T Task

Present child with cardstock with two perpendicular lines and ask, **“Which line do you think is longer? Why do you think that?”**

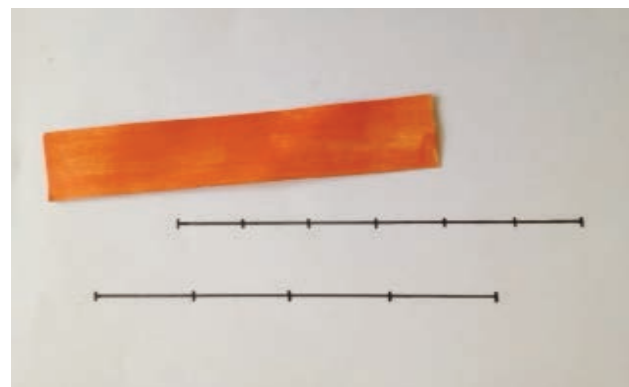
Next, take light green rod from bag and says, **“Here is a light green rod. Can you use it to show or prove that this one is longer?”** (point to the line believed by the student to be longer).” If the child appears to have trouble give them the dark green rod and ask the same question.



### 3. Matchstick/Partitioning Task

Present child with picture of two notched lines and ask student, **“Which one is longer?”** After they make their selection ask, **“Why did you choose that one?”**

After hearing their response, hand the child the orange strip and say, **“Can you use this orange strip to show that your guess was right?”**



#### 4. Doll Task

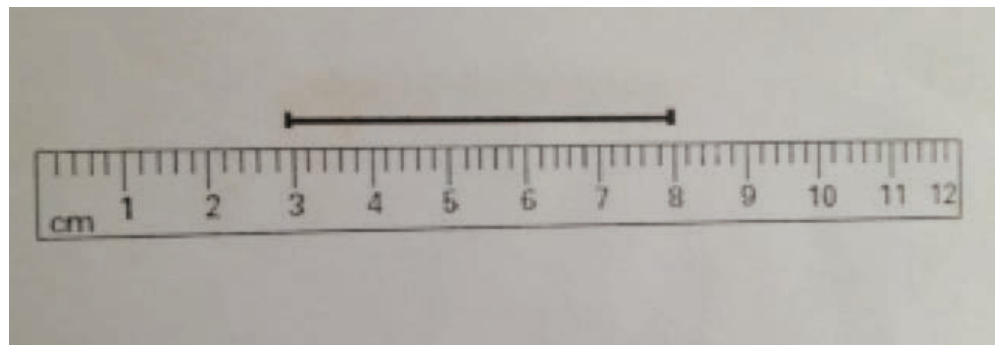
Present child with the two dolls. They should be arranged in a way that the male doll is to the left and slightly below that of the female doll (they should be on different planes). Have child name the two dolls. Next, explain, **“Boy doll and Girl doll are in a bit of an argument about who’s taller. Boy doll thinks he’s taller and Girl doll thinks she’s taller. The boy doll has already measured himself (place 4 of the taller sized wood pieces next to Boy doll). See?”** **“Can you please help them see who’s really the tallest by measuring the Girl doll?”** (point to the pile of different sized wood bits)

After the child has finished measuring, stand up both dolls and place them beside each other. The child should see that in fact both the Girl and Boy are very similar in height. Have the child acknowledge this, **“Wow, they’re almost the exact same height? Do you agree or disagree?”** At this point, if child had arrived at a measurement of the Girl doll that differs from that of the Boy (by using the smaller wood bits or a combination of the shorter and taller ones), probe child to explain how can this be. **“How can it be that the boy is 4 wood bits tall but the girl is 8 wood bits tall, even though they’re almost the exact same height?”**



#### 5. Ruler Task.

Present child with cardstock with ruler on it. Ask, **“Do you see this stick here (point to both ends of it)?”** **Can you tell me how long it is?”**

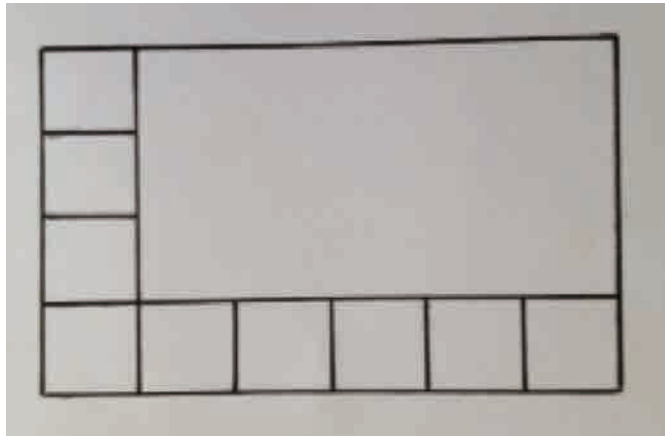


## 6. Rectangle Border Drawing

First point and drag your finger across the top row and then down the column on the left.

And then ask: **“Can you please finish drawing these squares to fit inside the rectangle.”**

Provide more prompting if need be.



## Clinical Interview Tasks: Area Measurement

Children were presented with a rectangle (either 2 x 2 square units, or 4 x 3 square units). Holding up the appropriate square unit, ask, **“How many of these square cards do you think would cover this shape** (point to the rectangle)?” After the child offers an estimate, hand him/her the single square unit and ask, **“Using this** (point to the square), **can you show me how to figure out how many squares are needed to cover up this shape** (point to the rectangle)?” After the child offers/demonstrates a solution, hand over a stack of square units and asks him/her to **“show me how you would cover this shape** (point to the rectangle) **using these square cards.”** Next, present the accompanying shape of the same area but different configuration (either a 1 x 4 or 2 x 6 rectangle) and repeat the previous procedures. At or near conclusion of task, prompt child to consider **“how is it that these two shapes take up the same number of square cards?”**

